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ABSTRACT

The 1986-1987 annual report on the Intellectual Skills Development Program (ISDP) at Western Michigan University is presented. The program is designed to identify new students who do not meet entry-level competencies in reading, writing, and mathematics, and to provide academic support for these students. In reviewing assessment policies and procedures, attention is directed to preenrollment communication with freshmen, the freshmen orientation testing program, and assessment instruments. Test and placement results for 1986 in reading, writing, and mathematics are presented, along with results of outcomes evaluations, including the number and percent of students showing competency in remedial courses in 1986-1987. Information is also provided on high school articulation and activities with special populations and programs. Faculty development activities are also addressed. Appendices include an organizational chart and flow chart for ISDP, a ISDP screening/assessment measures summary, and information on longitudinal studies of remedial students. (SW)

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ED288478

INTELLECTUAL SKILLS DEVELOPMENT PROGRAM

ANNUAL REPORT

1986-1987

Lynne McCauley
Director

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Intellectual Skills Development Program

The purpose of the Intellectual Skills Development Program is to identify, as soon as possible, new students who do not meet entry-level competencies in reading, writing, and mathematics, and to provide for their achieving competency as soon as possible after enrollment. Western now has in place a system of skills assessment, course placement, and academic support for these students. Components of the program, of course, are under constant review as we strive for simple, yet effective, procedures and quality instruction. The long-range goals of the program are to ensure that our graduates have moved beyond entry-level competencies to proficiency in reading, writing, and quantification, incorporating in these proficiencies demonstration of an ability to think critically, that is, to analyze, synthesize, and evaluate.

II Assessment Policies and Procedures

A. Pre-Enrollment Communication with Freshman

Each year the Intellectual Skills Program sends a test booklet to all students prior to their arrival on campus for orientation. The booklet explains both the skills and placement tests, describes who needs to take each test, and offers sample practice questions. The color of the booklet's cover, a "hot raspberry," was chosen to parallel the color of 1986 Orientation Program publications.

B. Freshman Orientation Testing Program Procedures

1. Orientation Student Leaders participate in two training sessions led by the ISDP Director. The sessions introduce them to the goals of the ISD Program, assessment measures, placement results, and procedures to be followed.

2. Several days before each summer Orientation session, the systems analyst in the office of Institutional Research receives a list from Orientation of all students expected. Using a program designed by WMU staff for the purpose, the analyst uses data bases from ACT and admissions files to generate a test card for each student. ACT competency cut-off scores established by prior research, curriculum and major choices, drive the program to produce a test schedule tailored to each student's needs. The program also identifies Alpha students. A test schedule card is given

to each student by an ISD staff person at the Orientation check-in site. The card is explained and questions are answered.

Figure 1.

Orientation Test Card (Sample - Front)

NAME EINSTEIN ALBERT SOCIAL SEC. NO. 333333333

ALPHA

CURRICULUM	(PRT)	PRINTING MGMT/MKTG
MAJOR	(PRT)	PRINTING MGMT/MKTG
COLLEGE	(AAS)	Engineering & Applied Sci

EN:11 MA:19 SS:20 NS:18 CP: 18

TEST	TIME	LOCATION
Chemistry	Day 1 - 3:15 p.m.	3292 McCracken
Reading	Day 1 - 4:15 p.m.	2750 Knauss Hall
Math I	Day 1 - 7:00 p.m.	2750 Knauss Hall
Math II	Day 1 - 7:45 p.m.	2750 Knauss Hall

(OVER)

Figure 2.

Orientation Test Card (Sample - Back)

Students in the UND curriculum and any other students who want to take a Mathematics and/or Chemistry course must take the MATH II and/or CHEMISTRY tests.

FOREIGN LANGUAGE PLACEMENT TEST: Test should be taken (see schedule below) if you plan to continue in a language studied in high school. Talk to your student leader for more information.

TIME	LOCATION
	1117 Brown Hall

After each test, students or staff bring the answer sheets to Testing Services to be read and recorded on tape. After these tapes are delivered to the Computer Center, the systems analyst runs another program which generates, in time for the academic advising portion of Orientation, a test results card for each student as well as master lists of results for each college's advisers, for the University Coordinator of Academic Advising and for the ISDP Director.

Test scores and curriculum determine retest options, Fall or Winter placement in basic skills courses, as well as chemistry, foreign language, and/or mathematics placements.

Figure 3.

Test Results Card (Sample 1)

NAME EINSTEIN ALBERT SOCIAL SEC. NO. 333333333

[123456,123456] Password: ABCDEF

ACT SCORES

AAS (COLLEGE)	PRT (CURR.)	PRT (MAJOR)	11 (EN)	19 (MA)	20 (SS)	18 (NS)	27 (CP)

TEST	SCORE	COURSE PLACEMENT
Writing		ENGL 100
Math I	70	MATH 109 or Retest
Math II		See Math I results
Reading	V:30 C:28	ED 104 - Winter

Figure 4.

Test Results Card (Sample 2)

NAME DOE JANE B SOCIAL SEC. NO. 333333333

[123456,123456] Password: ABCDEF

ACT SCORES

COLLEGE	SUBJ.	MAJOR	EN	MA	SS	NS	CP
AAS	PE	EE	16	22	23	24	.21

TEST	SCORE	COURSE PLACEMENT
Writing		IEGM 102
Math I	80	Exempt from MATH 109
Math II	12-05-02	MATH 122
Chemistry	30	CHEM 102

The computerization of the testing program, begun in 1982 with implementation of the Intellectual Skills Program, has proven a valuable tool in the academic advising process at Western. Advising is more individualized and efficient now that a multiple-measure academic profile is available for each student.

C. Assessment Instruments

The Intellectual Skills Program is a multiple-measure assessment system. Research conducted after the first year of testing as well as follow-up studies, has indicated ACT cut-off scores valid for Western.

Reading

1. ACT English + SS scores $\geq$ 36 = no further testing
   Competency at 12.6 grade level

2. ACT English + SS scores $\leq$ 35 = further testing

   a. Nelson-Denny Reading Test
      Forms C or E.

   b. Degrees of Reading Power Test
      for Learning Disabled students
      and other difficult cases.

3. Students whose scores indicate a reading level below approximately the 10th grade are placed into the reading course, ED 104, Fall term.

   Students whose scores indicate a reading level from approximately 10.5 through 12.6 are placed in ED 104, Winter term.

Writing

1. ACT English $\leq$ 11 = direct placement into basic writing courses

2. ACT English $\geq$ 19 = direct placement into college level writing courses

3. ACT English $\geq$ 26 = may take writing test for possible exemption from college-level course

4. ACT English 12 through 18 = take writing test for placement

The WMU Writing Proficiency Examination criterion-referenced evaluation instrument and procedures were developed by professors from the Department of English and adopted by the Intellectual Skills Program. A team of trained evaluators reads each essay at least twice to arrive at a placement decision.

Mathematics

1. ACT Math $\geq$ 23 = no further testing
   Competency demonstrated

2. ACT Math $\leq$ 22 = take Computational Skills test for
   placement into or exemption from
   Math 109

3. Students whose curriculum or major requires additional mathematics courses are placed into Math 109 Fall term; others, such as music or art students, who need no further work in mathematics, are urged to wait until Winter term.

III Test and Placement Results - 1986

A. Totals for all Skill Areas

The following tables and charts show the results of the Intellectual Skills tests, Summer, 1986. Records include data on 2,493 students. The number of students assessed in each skill area varies because the overall N of 2,493 includes students who registered for Orientation but, for a variety of reasons, did not sit for a particular test.

Table 1 shows number and percent placed into remedial courses for MLK, Alpha, all freshmen excluding MLK, and all freshmen including MLK.

Table 1

Placement into Remedial Courses, 1986

Skill Area Assessed	No results	N=88 MLK	N=229 Alpha	N=2,493 All Frosh Excluding MLK and No results	N=2,545 All Frosh Including MLK and Alpha
Writing N=2,454	39 (1.5%)	52 (59%)	24 (11%)	191 (8%)	243 (10%)
Reading N=2,466	27 (1%)	53 (60%)	17 (7%)	284 (12%)	337 (13%)
Mathematics N=2,440	53 (2%)	73 (83%)	73 (32%)	618 (25%)	691 (27%)

Table 2 shows comparative data since 1982.

Table 2

Percent of Freshmen Needing Remediation (excluding MLK)

WMU - 5 years

	1982	1983	1984	1985	1986
Reading	22.8%	24%	23.8%	20.5%	12%
Writing	17%	13%	14%	11.6%	8%
Mathematics	25%	20%	24.4%	18%	25%

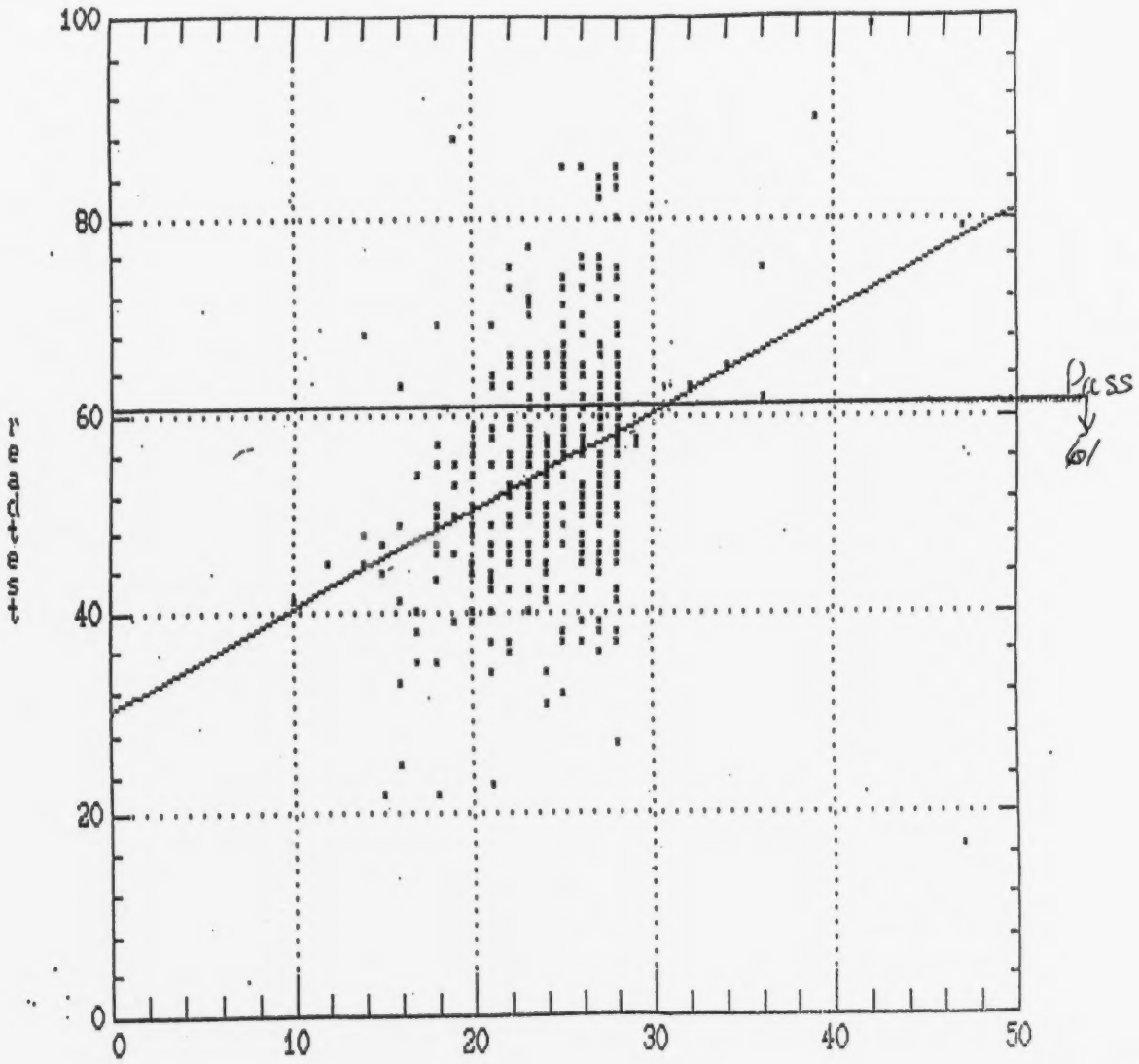
B. Individual Skill Areas

1. Reading, 1986. The Intellecatual Skills program used the Nelson-Denny Reading Test, Forms E-F from 1982 through 1985. For several reasons, we decided to switch to Forms C-D, at least for the next several years. To determine appropriate ACT cut-off scores, we relied upon ACT Research Reports. A new report, dated June, 1985, indicated 1) that we were correct in using 36 combined Engl + SS scores to predict a 12.6 - grade reading level on Form E, and 2) that a combined score of 29 would predict the same grade level on Form C. Even though 29 seemed a big drop, we relied upon ACT data and changed our cut-off score.

The results were dramatic; the number of freshmen needing remedial reading dropped almost by one-half. Only 18% (446) of the freshmen needed the reading test, as opposed to 50% in previous years. We were suspicious. A computer-generated regression of reading test scores on ACT scores revealed the answer, too late for this year's students, but not for next. As Table 3 show, the cut-off score of 29 is obviously inapplicable for Western. At a cut-off of 35 or even 40, we would have identified many more students reading below the 12.6 grade level. The actual percentage of students needing help in reading, therefore, is probably at best slightly lower than in previous years.

Table 3

Regression of Reading Test on ACT Engl + SS



2. Writing, 1986. A. The number and percent of the freshman class needing remedial writing is down, again. Because the same criteria have been used for placement since the beginning of the Skills program, we are confident that the data represent a true increase in the number of freshmen who are ready to enroll in a college-level writing course.

The number of students writing well enough to earn an exemption from the college-level writing requirement is up sharply from previous years to nine:

1982 - NA
1983 - 1
1984 - 4
1985 - 0
1986 - 9

B. The following bar graph shows the score distribution for those students who sat for the Writing Proficiency Examination.

Total # students tested = 915
Scores of 1 or 2 place students into a remedial section.

Table 4
Bar Graph of Writing Test Score Distribution

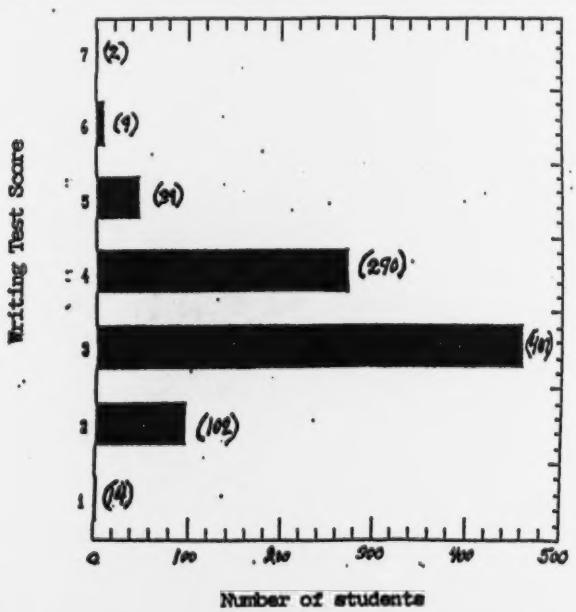


Table 5
List of ACT English Scores, Score on Writing Test, Number of Students

ENGLISH ACT	WRITEING TEST	NO. OF STUD.
6	4	1
8	3	1
10	4	1
11	2	1
11	3	2
11	4	1
12	1	1
12	2	15
12	3	31
12	4	8
13	1	2
13	2	13
13	3	40
13	4	15
13	5	2
14	2	9
14	3	45
14	4	17
14	5	1
15	2	15
15	3	59
15	4	33
15	5	3
16	2	10
16	3	79
16	4	60
16	5	1
16	6	1
17	2	24
17	3	105
17	4	60
17	5	8
18	2	9
18	3	93
18	4	64
18	5	10
18	6	1
19	4	1
20	4	1
21	4	2
21	5	1
23	4	1
24	4	1
25	3	3
26	4	3
26	5	10
26	6	1
26	7	1
27	3	2
27	4	1
27	5	4
27	6	1
28	4	1
28	5	2
28	6	1
29	5	3
29	6	1
29	7	1
31	4	1
31	6	2
33	5	1
33	6	1

Observation:

No remedial placements occurred among students with ACT English of 19 or above who sat for the examination. Remedial placements did occur for students in every score level, 12 through and including 18. Of the 635 students with ACT English scores 15 through 18, 58 (9%) placed into remedial.

A total of 98 (12%) of the 834 students in the 12-18 ACT English range placed into remedial, accounting for 51% of all remedial writing students.

3. Mathematics. A. The increase in the number of students unable to demonstrate competency at the pre-algebra level even after three attempts is a cause for concern. Dr. Schreiner, Director of the Modular Math Program suggested that the inclusion of a description of the requirement, along with sample questions (and answers) in the test booklet sent to all students registering for Orientation is not enough. Experience has shown us that many students do not do the practice exercises until after they have failed the Computational Skills Test once. We ought to add to next year's booklet a strongly-worded message about the importance of doing the practice problems and the consequences of failing the test.

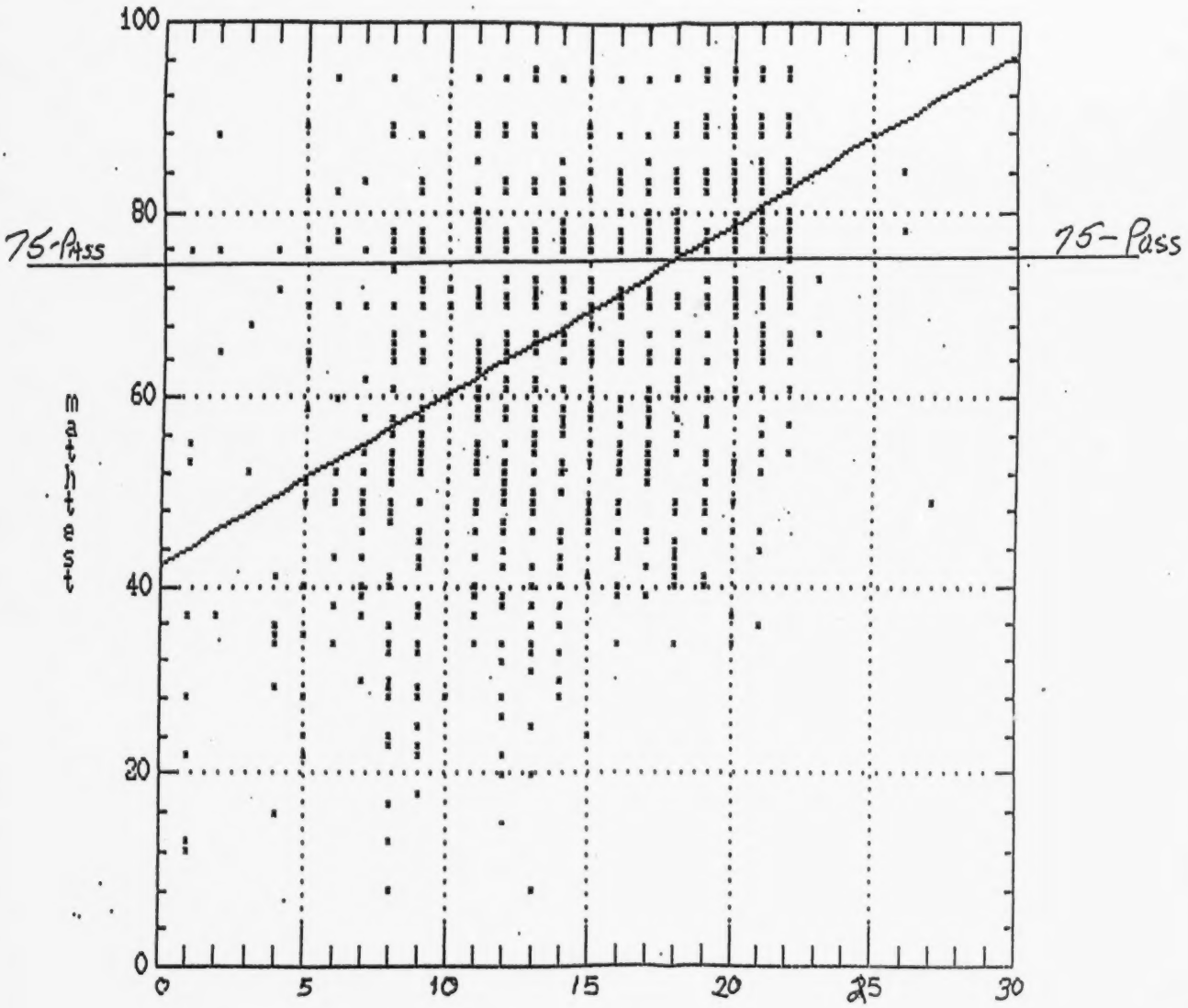
Other action will include

1) a strong message to high schools in the ISDP's annual report to feeder schools.
2) support for the state-wide testing of high school juniors to be coordinated by Northern Michigan University.
3) securing the cooperation of Western's admissions staff to emphasize the importance of mathematics when they discuss preparation for college with high school students and staff.

B. As part of our on-going program review activities, we ran a regression of the Computational Skills Test on the Math ACT score to determine whether our cut-off score for taking the skills test should remain at 23, a seemingly high cut-off.

Table 6, showing results <u>after</u> a re-test opportunity for all students, demonstrates that a cut-off of 23 ACT Math is not too high; it will remain in place.

Table 6
Regression of Math Skills Test on ACT Math Score



IV Evaluation

The Intellectual Skills Program regularly conducts two types of evaluative studies. The first assesses the extent to which the program's goal of bringing students to competency is being met. Competency is determined by instructor evaluation (grade in course), by post-test, or by a combination. The following tables show number and percent of students demonstrating competency in the various remedial courses, 1986-87.

A. Writing

Grades Earned in Remedial Writing Courses, 1986-87

Fall, 1986	Engl 100 N=120	BIS 100 N=74	Total N=194
Credit	66 (55%)	50 (67.5%)	116 (60%)
No Credit	15 (12.5%)	4 (5%)	19 (10%)
Incomplete	29 (24%)	19 (23%)	48 (25%)
Withdraw	9 (7.5%)	1 (1%)	10 (5%)

Winter, 1987	Engl 100 N=22	BIS 100 N=8	Total N=30
Credit	15 (68%)	8 (100%)	23 (77%)
No Credit	4 (18%)	0	4 (13%)
Incomplete	0	0	0
Withdraw	3 (14%)	0	3 (1%)

Fall-Winter, 1986-87 Totals	Engl 100 N=142	BIS 100 N=82	Total N=224
Credit	81 (57%)	58 (70%)	139 (62%)
No Credit	19 (13%)	4 (5%)	23 (10%)
Incomplete	29 (20%)	19 (23%)	48 (21%)
Withdraw	12 (8%)	1 (1%)	13 (6%)

Incomplete Policy

The goal of remedial education is to bring students to a desired level of competency. For many students, one semester is enough; others need another full semester. Some, however, are judged to have made good progress towards competency but need more work to complete the progression. For these students, repeating the course is not as helpful as a planned program of continued development. Thus each year a certain percentage of our remedial writing students are awarded an Incomplete and are instructed to complete their work through a program tailored to their needs by the instructor and the coordinator of WMU's Writing Lab. Upon completion of their assignments with the support of Writing Lab staff, they bring their portfolios back to the instructor who determines whether competency has been met and awards the final grades. Instructors report a high degree of satisfaction with this system primarily because it allows necessary flexibility in evaluating the progress of our remedial students.

B. Reading

Grade Distribution 1986-87
ED 104

Fall, 1986 N=156	#	%
Credit	77	49
Incomplete	42	27
No Credit	37	24

Scoring: competency on pre-test = 62

competency on post-test = 64

12.6 grade level

Mean pre-test score: 45.81 (9.8 grade level)

Mean post-test score: 61.80 (12.4 grade level)

Winter, 1987 N=104	#	%
Credit	44	42
Incomplete	35	34
No Credit	20	19
No test/No Credit	5	5

Scoring: same at Fall

Mean pre-test score: 51.6 (10.8 grade level)

Mean post-test score: 62.8 (12.5 grade level)

Incomplete Policy

The incomplete policy for the reading course was designed to maintain our high competency standard while acknowledging the error measurement inherent in standardized tests. Therefore, students who score within ten points (somewhat more than the standard error of measurement) of the competency score are awarded an Incomplete instead of No Credit. They are strongly urged to complete one or more reading workshops developed by the Academic Skills Center; those who do are offered the test. Others may embark on a self-imposed reading improvement program. A student may remove the Incomplete grade by earning a passing grade on the test at any time during the one-year allowed for the removal of Incompletes.

Results of this program appear promising. During Winter 1987, approximately 88% of all students earning an "I" in ED 104

for Fall '86, enrolled in one of the Academic Skills Center's Vocabulary Labs. Of these, some 54% were able, after the workshop, to demonstrate competency. This percentage has remained constant for the 1 1/2 years the program has been in operation.

Summary

1986-87
ED 104 Grade Distribution

N=260

	#	%
Credit	121	47
Incomplete	77	30
No Credit	62	24

Over 75% of students enrolled in remedial reading classes during 1986-87 reached or came close to reaching competency after one semester of instruction or a combination of one semester plus a workshop.

C. Mathematics (Quantification)

N=360

Grade Distribution
Math 109 - Fall, 1986

Grade	N	%		
A	44	12.2		
B/A	70	19.4		
B	68	18.9	71.9%	
C/B	49	13.6		
* C	28	7.8		77.2%
D/C	15	4.2		
** D	4	1.1		
E	9	2.5		
W	71	19.7		
I	2	.6		

* Required to take further mathematics classes.
** University minimum requirement.

Grade Distribution
Math 109 - Winter, 1987

N=334

Grade	N	%		
A	36	10.8		
B/A	66	19.8		
B	65	19.5	67.9%	
C/B	41	12.1		
C	19	5.7		72.4%
D/C	9	2.7		
D	6	1.8		
E	19	5.7		
W	72	21.6		
I	1	.3		

Grade Distribution Totals
Math 109 - 1986-87

N=694

Grade	No	%		
A	80	11.5		
B/A	136	19.5		
B	133	19.1	72.5%	
C/B	90	12.9		
C	66	9.5		77.3%
D/C	24	3.4		
D	10	1.4		
E	28	4.0		
W	143	20.6		
I	3	.4		

Summary

1. More than 75% of students enrolled in Math 109 for 1986-87 met the University's minimum competency standards.

2. The Modular Math Program's policy is to urge students whose point accumulation by mid-term predicts failure to drop the course. This policy accounts for the high percentage of "W's." A priority goal 1987-88 is to address this problem.

D. Other Studies

The Appendix A to this report contains the results of several other evaluative studies conducted by the ISDP during 1986-87.

V High School Articulation

The ISDP has collected summary data on feeder high schools since 1982. Data was forwarded to selected local feeder high schools during 1984 and 1985. During fiscal 1986, the ISDP, with help of a modest appropriation from the state legislature, increased the number of schools to 60 that received reports. These 60 schools enrolled 10 or more freshmen for Fall, 1986. Western is proud to have been among the first state universities to establish systematic entry assessment articulation with high schools. We will continue this important service for the foreseeable future.

Response in the form of letters, phone calls, requests for further information, came from 14 of the schools contacted (23%). Most schools wanted either further explanation of Western's competency standards and/or information on the specific students who had performed poorly.

Contents of Report to High Schools

1. # of students from school enrolled as freshmen
2. #/% of total enrolled who need remedial work
3. #/% of students in each remedial area
4. comparative figures for WMU freshmen
5. description of assessment measures
6. sample problems from the Computational Skills Test

Contents of Report to the Assistant Vice President

1. Data on remedial placement for all schools enrolling 5 or more students.
2. Tables listing schools enrolling highest and lowest percentages of remedial students.
3. Cumulative (1982-86) data for 10 area high schools.

VI Special Populations and Programs

1. MLK, Jr., Program

The ISDP works closely with the MLK, Jr., Program to improve delivery of basic skills instruction and support. In addition to administering the skills test battery during MLK Spring Orientation days, the ISDP, in cooperation with the respective academic departments, developed the following curricular modifications for 1986:

a. Studies showed that the 7 1/2 week summer session was too short a time for most MLK students to develop reading skills to the competency level; the No Credit rate for the remedial reading course was high and many students entered Fall term discouraged. The ISDP therefore secured the cooperation of the Department of Education and Professional Development to offer ED 103 - Critical and Creative Reading during the summer instead of, and as a kind of prerequisite to, ED 104. Grades were generally good. We plan to continue this 103-104 sequence for the next several years. The problem of making sure MLK students enroll in the proper sequence of skills courses after their summer term remains to be addressed.

b. Studies also showed that 7 1/2 weeks was not enough time to absorb and retain enough mathematics to be successful in subsequent courses. In cooperation with the Department of Mathematics, therefore, the ISDP arranged for only one section of Math 109 summer, reserved for students who scored close to passing on the skills test. The pass rate for the course was very high and most people were

pleased with the results. Workshops offered by the Academic Skills Center for students not enrolled in the course included Computer Aided Instruction and direct instruction as a preparation for Math 109. Spotty attendance was a problem.

2. LINKS (Links Increases New Knowledge and Skills) Program. LINKS is a Fall term freshman program designed to provide extensive academic support to students who test at below 10.6 grade reading level. Because of the experimental nature of the program and limited resources, only University Curriculum students were invited to participate.

LINKS is designed to "connect" the remedial reading course to a "learning seminar," (Psych 397) in order to provide students opportunity to practice, under supervision, direct application of reading, writing, and study skills to regular, academic content courses.

Each student enrolled in:
ED 104 (reading)
PSY 397 (learning seminar)
1 of 4 stipulated general education courses
other remedial courses as needed
other general or physical education course

Four faculty generously and enthusiastically agreed to participate in the program, opening their sections of general education courses to LINKS students:

Dr. Milton Brawer - Sociology 100
Ms. Patricia Klien - GSSC 123 - Human Society
Dr. Ronald Chase - Geology 100 - Earth Studies
Mr. Stephen Starin - Psychology 194 - General Psychology

Students were given a brightly colored brochure describing the program. The ISDP hired a graduate student to work ten hours per week with the group, serving as coordinator and student advocate.

Results/Problems

1. Most students chose to enroll in General Psychology as their LINKS content course, leaving only one or two students in each of the other general education courses. This distribution seriously limited the effectiveness of the reading course link for the non-PSY 194 students because there were too few in any one section to spend class time working on course-specific reading assignments.
2. Results in terms of first semester GPA were fair: 50% of the students earned a 2.00 or better.
3. In terms of GPA and success in meeting reading competency, an ACT composite score $\leq$ 12 appeared to be an important variable for this group. Appendix A, Study #3 contains a more complete report on the academic performance of these students.
4. Problems with the structure and content of PSY 397 proved frustrating to students. Bi-weekly meetings with the 397 staff, under the direction of Dr. Richard Malott, Psychology, were held throughout the academic year. We hope, in Fall 1987, to offer a version of 397

that includes more specific instruction in "learning to learn" and a refined structure. Dr. Dale Brethower and Mr. Brian Yancey have volunteered to teach the course.

5. The Academic Skills Center delivered their Study Skills Program to sections of PSY 397. Progress was made in developing methods of insuring application of study skills to content material, but structural problems decreased the hoped-for effectiveness of this system.

6. The 1/4 time graduate student hired by the ISDP to serve as coordinator and student advocate was not as effective as we hoped she would be. By mid-term, however, she was in contact with students' professors, securing progress reports and using them to help students focus their studies.

3. College of Arts and Science Action Group to Retain Minority Students

Staff from ISDP and the Academic Skills Center met with this group weekly throughout the academic year. Activities of this group are described in the various reports prepared by Dr. Richard Malott.

4. Philosophy 100 - Critical Thinking and Writing

The ISDP supported a graduate student, Ms. Tracy Frank, to work with Mr. Dale Westphal, Department of Philosophy, in offering Phil 100, a course that satisfies the ISDP college-level writing requirement. Ms. Frank was assigned to help Mr. Westphal develop, deliver, and evaluate appropriate

writing assignments. This project was not as successful as anticipated; we have no plans at present to continue the venture.

VII Intellectual Skills Advisory Committee

Meetings were held regularly. Projects for the year included a complete review of assessment instruments and cut-off scores; reports on various longitudinal studies; updates on the progress of the baccalaureate-level writing requirement.

VIII Baccalaureate-Level Writing Requirement Proposal

The baccalaureate (junior-senior) - level writing requirement proposal is the ISDP Advisory Committee's response or the charge to propose methods of developing the intellectual skills to a proficiency level. The ISDP Director and the Writing Skills Task Force, which drafted the proposal, worked with the Undergraduate Studies Council throughout the year, responding to their requests for reports and revisions of the document. A vote by the Council on a final draft is expected early in the Fall, 1987, term.

IX Faculty Development Activities

A. Basic Skills Instructors

1. Writing

ISDP supported writing instructors by

1 - meeting with Dr. Brad Hayden (English) and his TA's to explain the program, evaluation process and competency standards.

2 - supporting Dr. Hayden's attendance at the 7th Annual Developmental Writing Conference, Old Dominion University, April 24, 1987. Dr. Hayden presented a paper on "Computers and Basic Writing."

3 - encouraging Dr. Hayden to chair a panel discussion on using TA's in basic writing courses at the 5th National Conference on Intellectual Skills Development held at the Kalamazoo Hilton on November 21 and 22.

4 - entering a subscription to Basic Writing for use by the English 100 faculty.

2. Reading

The ISDP Director met monthly with faculty who teach ED 104 in order to

1 - clarify objectives

2 - clarify and develop procedures

3 - discuss policy implications. A new policy giving instuctors more flexibility in awarding grades was proposed and discussed.

The new policy will go into effect Fall, 1987. Mr. Joseph Chapel, Department of Education and Professional Development, completed his first year as faculty coordinator for the ED 104 instructors, most of whom are TA's. Mr. Chapel's expertise in the field of reading is a welcome addition to the ISDP; his service is appreciated.

3. Mathematics

The ISDP funds the position of Assistant Director, Modular Math Program. This program, housed in the Department of Mathematics, is responsible for the Math 109-110-111 sequence of courses. The ISDP feeds some 600 students annually into Math 109. The ISDP Director participated in the screening process to select a new Assistant Director when the position became open this year. The successful candidate, Ms. Virginia Keen, and the ISDP Director met frequently to review program goals and procedures. The ISDP also supported Ms. Keen's attendance at the annual convention of the National Council of Teachers of Mathematics and at a state conference for mathematics teachers. Ms. Keen's interest and expertise in pedagogy and curriculum made her a valuable addition to the Modular Math staff.

B. Writing-Across-the-Curriculum Program

This year's program was structured in two parts: two series

of four sessions (Feb and March)
one two-day session (May 11-12)

Ten Faculty attended all or part of the February-March sessions; 16 faculty attended all or part of the May session. This brings to over 100 the number of WMU faculty and staff who have attended W-A-C-I since its inception in 1982.

Workshop topics for the 1987 W-A-C-I were

1. Preparing a Writing-Intensive Course
2. A Grammar Review - for you!
3. Scoring Papers and Essay Exams
4. Developing Critical Thinking

See Appendix E for a list of participants and a full description of the workshops.

C. Reception for Faculty who Teach Freshmen

The ISDP invited all faculty who teach freshmen to a wine-and-cheese reception on October 16. The purposes of the program were to better acquaint faculty with the academic profile of freshmen and to provide an opportunity for informal discussion of freshmen concerns among colleagues who may not otherwise have occasion to mingle with one another.

Participants learned

1. ACT distributions for 1982 and 1986 indicating the trend toward more students achieving in the 17-28 range.

2. practical strategies for encouraging intellectual development, Chickering's developmental tasks, and Perry's scheme of development. Brochure courtesy of Dr. Richard Oxhandler.

3. 1986 ISDP test results

4. number and percentage of undecided freshmen

5. resources for underprepared and for fully competent students.

Although attendance was small (8), faculty who attended felt the session was valuable and enjoyed meeting colleagues over wine and cheese.

D. The ISDP Director participated in a reception for new faculty sponsored by the Office of Faculty Development. The purpose of the reception was to acquaint faculty with programs and resources at Western.

E. The ISDP published a Newsletter which was distributed to all faculty and staff.

F. The ISDP announced in the Newsletter availability of both cassette tapes of AAHE sessions on critical thinking (for borrowing) and copies (for free) of the fall, 1986, issue of the University of Minnesota's faculty development newspaper FOCUS. This issue is devoted entirely to issues related to critical thinking. Some 20 faculty to date have used the tapes; some 34 faculty have requested a copy of FOCUS. Because some copies remain, the ISDP will re-issue its invitation during 1987.

X 5th National Conference on Intellectual Skills Development.

Approximately 110 persons attended the 1986 Conference on Intellectual Skills Development. Evaluations were positive and many attendees offered suggestions for the 1987 program and format.

Twenty-eight sessions were offered on topics ranging from "Measuring Productive Thinking" to "Teaching Learning" to "Evaluating a Critical Thinking Course in Psychology." The featured speaker was Dr. John Chaffee, Director of Critical Thinking and Reasoning Studies at La Guardia Community College of CUNY and author of Thinking Critically.

Comb-bound Abstracts of Proceedings were published by the ISDP and distributed to members of the Intellectual Skills Development Association, an organization co-founded by the Director and based at Western.

The ISDP Director, in cooperation with WMU's Office of Conferences and Institutes, was responsible for conference program planning, publications, and general implementation. Office of Conferences and Institutes Conference Coordinator Ms. Gibby Louzeau was crucial to the overall success of the conference.

XI Professional Activities of the Director

Publications

"The Genesis of the ISDA," Bulletin of the Intellectual Skills Development Association

Abstracts of Proceedings of the 5th National Conference on Intellectual Skills Development January, 1987.

Newsletter of the Intellectual Skills Development Program. Winter, 1987.

Papers Presented

"Writing-Across-the-Curriculum." Honors College Friday Seminar, October 17, 1986.

"The University Curriculum at Western Michigan University, or, What to Do for the Student who Lists Accounting, Helping People, and Weapons Repair as Areas of Interest." The 1987 National Conference on the Freshman Year Experience. Columbia, S.C., February 21-25, 1987.

"The Intellectual Skills Development Program at Western Michigan: A Multiple-Measure, Computer Supported System for the Assessment, Placement and Advising of Incoming freshmen." The Gulf Coast Conference on the Teaching of Writing, June 10-12, 1987.

Conferences Attended

Annual Conference of the National Orientation Directors Association. Fort Worth, Texas, October 23-25, 1987.

National Conference on Assessment. Nashville, Tennessee, March 23, 1987. (Substituting for Dr. Susan Hannah)

Association for Institutional Research. Phoenix, Arizona, May 3-6, 1987.

WMU Research and Sponsored Programs: Grants and Funding Opportunities. May 13, 1987.

Consulting

ACT Critical Thinking Test Design Project. Cedar Rapids, Iowa, October 10-11, 1986.

XII University Service of the Director, ISDP

1. University Retention Committee
   Organized: Reception for Scholarship Winners (September 30)
   Opportunities for Excellence Fair (March 23)
2. Enrollment Management Group
3. Orientation Planning Committee
4. University Academic Advising Council
5. Computer Literacy Committee
6. Mentor-Mentee Program
7. Faculty Development Planning Committee
8. Parent Orientation - Speaker
9. Writing Skills Task Force
10. Action Group to Retain Minority Students in the College of Arts and Sciences
11. Intellectual Skills Advisory Committee - chair

Professional Organizations

American Association for Higher Education
Modern Language Association
National Council of Teachers of English
Intellectual Skills Development Association
  Executive Secretary/Treasurer
  ISDA Journal - Editorial Board
Keats-Shelly Association of America
National Association for Developmental Education
Council of Writing Program Administrators
National Academic Advising Association

XIII Appendices

Appendix A

Longitudinal Studies of Remedial Students

Study #1

Grades Earned in Mathematics Courses Taken Subsequent to Math 109

Fifty students who earned grades of "C" or better in Math 109 were chosen at random from the final grade lists of Math 109, Fall, 1984. Ten students in each grade category (A, BA, B, CB, C) were included.

The study was conducted during Winter term, 1987 and therefore included all mathematics courses taken by this group through Fall, 1986.

Observation

Eight students (16%) took no subsequent Math courses. Grades earned in Math 109 by this group include 3 A's, 1 BA, 1 CB, 3 C's. Earning a high grade does not appear to encourage students to take more mathematics if their curriculum does not require it.

As expected, students earning the highest grades in Math 109 earned the highest grades in subsequent mathematics courses. Most students earning C or CB in Math 109 did not earn grades higher than C in subsequent courses, and none of the courses taken was at the level of pre-calculus or above.

Fourty-two (84%) of the students enrolled in Math 110. Thirty-one (74%) of these 42 students earned grades of C or better in Math 110. Seven (14%) of the students enrolled in Math 111. Thirteen (26%) of the students enrolled in Math 116. 5 of these earned a C or better; 8 did not.

These data, together with the fact that 75% of students enrolled in Math 109 pass, indicate that Math 109 serves the purpose for which it was designed: to teach students computational skills. While many students enroll in the next course Math 110, few go much further and the grades for those who do are not strong. Students who enter college with very weak math skills may be brought up to entry-level computational abilities and may even succeed in elementary algebra, but, on the whole, do not ever really overcome their deficiencies enough to become strong math students. One assumes, then, that all curricula requiring abilities at a level above algebra or finite mathematics are closed for most of these students. No conclusions can be drawn from this sutdy on the relation between success in Math 109 and GPA; the ISDP will collect these data on this group during 1987.

Grade in Math 109 (1984)

Math 110 Grades

	A	BA	B	CB	C	DC	D	E	N=
A	2	0	2	1	2	0	0	0	7
	29%	0%	29%	13%	29%	0%	0%	0%	
BA	1	1	3	0	2	1	0	0	8
	12.5%	12.5%	37.5%	0%	25%	12.5%	0%	0%	
B	0	1	4	1	2	0	1	0	9
	0%	12%	44%	12%	20%	0%	12%	0%	
CB	0	0	0	0	3	1	3	1	8
	0%	0%	0%	0%	37%	13%	37%	13%	
C	0	1	0	2	3	1	0	1	8
	0%	12.5%	0%	25%	38%	12.5%	0%	12.5%	

N= 40
Withdrawals- 2
TOTAL= 42

Math 111 Grades

	A	BA	B	CB	C	DC	D	E	N=
A	0	0	0	1	0	0	0	0	1
	0%	0%	0%	100%	0%	0%	0%	0%	
BA	0	1	0	0	0	0	1	0	2
	0%	50%	0%	0%	0%	0%	50%	0%	
B									
					0				
CB					0				
C	0	0	0	0	1	0	0	1	2
	0%	0%	0%	0%	50%	0%	0%	50%	

N= 5
Withdrawals- 2
TOTAL= 7

Math 109 Students: Math Courses Follow-up, Winter 1987 N=50

Name/SS#	Math 109 Grade	Subsequent Math Courses	Subsequent Math Grades (in order)	No Subsequent Math courses
Alardt, Julie 380-90-7602	A	Math 110	C	
Andrews, Diane 374-84-9652	A	Math 110, 116 (Mgmt 200, 360)	A, B (CB, B)	
Bailey, Kim 362-56-8157	A			x
Baumgarten, Mary 384-92-1199	A	Math 110, Mgmt 200	A, CB	
Beachler, Fredric 371-84-0311	A	Math 110, 111	B, W	
Botwinski, Teresa 384-84-8283	A			x
Bowden, Vivian 367-54-6982	A	Math 110, 111 116, 118	B, CB W, E then W	
Clemens, Mark 379-56-4611	A	Math 110, Mgmt 200	CB, W	
Contreras, David 375-90-0008	A	Math 110, Psy 300	C, X	
Dicaire, Lisa 377-92-1429	A			x
Biron, Sara 370-64-2049	BA	Math 110, Mgmt 360	BA, W	
Bohn, Douglas 365-74-5708	BA	Mgmt 200 Math 110, 116	W B, CB	
Bregg, Tab 369-90-7283	BA	Math 110, 116	B, DC	
Clark, Jamie 379-88-2048	BA	Math 110, 116	DC, DC	
Corakis, Themistoclis 378-92-2785	BA	Math 110	C	
Cosgrove, Kathleen 047-50-5758	BA			x
Dunson, Orlando 424-90-9421	BA	Math 110, 111, 118	B,BA,W then CB	
Edgar, Carey 380-76-0217	BA	Math 110, 111, 116	C,D, then CR, W	

Math 109 Students: Math Courses Follow-up, Winter 1987 N=50

Name/SS#	Math 109 Grade	Subsequent Math Courses	Subsequent Math Grades (in order)	No Subsequent Math courses
Erskine, Todd 379-84-4112	BA	Math 116	CB	
Alburtus, Perer 383-52-0557	B	Math 110, 150	B, C	
Allan, Patricia 370-82-6180	B	Math 110	W	
Abrozaitis, Erik 376-88-5903	B	Math 110	C	
Audet, Linda 380-78-2786	B	Math 110, 150	CB, DC	
Barney, Sonja 378-90-5129	B	Math 110, Mgmt 200	B, BA	
Beck, Kelly 369-94-5020	B	Math 110, 150	C, W	
Bell, Rebecca 363-90-4939	B	Math 110	CB then BA	
Bloch, Cornelia 375-88-3685	B	Math 110	B	
Bowker, Traci 381-80-8847	B	Math 110, 111	B, W	
Boyd, Scott 383-80-0832	B	Math 110	D	
Abdur, Rashid 338-64-4930	CB			x
Adkins, Michael 279-54-0123	CB	Math 110	I then D	
Baker, Dell 385-76-8387	CB	Math 110	E	
Bickle, Lisa 362-92-2818	CB	Math 110	D	
Brown, Michael 383-66-2777	CB	Math 110	DC	
Bush, Duane 377-76-0565	CB	Math 110, 116	C, CB	
Cassette, Aaron 372-70-2668	CB	Math 110, 150	D, C	
Cassiday, Rick 383-84-5924	CB	Math 116	W	

Math 109 Students: Math Courses Follow-up, Winter 1987 N=50

Name/SS#	Math 109 Grade	Subsequent Math Courses	Subsequent Math Grades (in order)	No Subsequent Math courses
Clark, Jeffrey 375-90-1349	CB	Math 110	D then CB	
Collier, Sherry 367-84-8948	CB	Mgmt 200 Math 110, 116	W then C C, E then DC	
Allison, Shannon 364-94-7660	C	Math 110, 116	C, W then E	
Baldwin, Ronda 386-72-8563	C			x
Barsch, C. Tomothy 377-88-0299	C	Math 110	D & DC & CB	
Baylis, Stacy 381-56-9056	C	Math 110, 111 (ET 144)	E then C, C (W)	
Brancaleone, Kevin 386-82-7557	C	Math 110	W	
Britt, Dean 357-70-7425	C	Math 110, 111, 116	DC, E, W	
Burroughs, Pamela 371-88-8601	C	Math 110	E	
Carter, Kevin 372-86-8792	C	Math 110, 116	CB, C	
Chiolino, Kathleen 376-90-9746	C			x
Cole, Mark 369-56-9761	C			x
Correa, Felipe 900-01-7129	BA	Math 110, 118, 122	A, C, D	

Study #2

Follow-up on Students placed into
Engl 100 Fall 1985

Total Population: 165
Sample: 57

The purpose of this study was to determine how well students who completed remedial writing did in their subsequent writing course, what percentage of those also needing remedial reading earned credit in that course, and what the GPA's looked like after one year and a half of study.

1. Of the 57 students in the sample, 48 (84%) enrolled in the appropriate remedial writing course. The grade distribution for this group was as follows.

Cr	NoCr.	I	W
40 (83%)	5 (15%)	2 (4%)	1 (2%)

2. Thirty (53%) students in the sample have enrolled in the college-level writing course earning the following grades.

A	BA	B	CB	C	DC	D	E
1	5	8	9	5	1	0	1

Twenty nine (96%) of those remedial students who enrolled in their college-level writing course passed the course.

3. Forty two (74%) of the students in the sample also placed into remedial reading. Of these, 25 students placed in ED 104 Fall (reading below 10th grade level) and 17 placed into ED 104-Winter (reading between 10-12 grade level).

Grade Distributions for this group were:

	Cr.	NoCr.	Inc.	Course not taken
ED 104-Fall N=25	18	1	4	2
ED 104-Winter N=17	5	1	0	11
Totals 42	23	2	4	13

Twenty nine (69%) of the students required to take ED 104 did so, but most of them were in the Fall group. Without the structure of the Orientation program, it is difficult to insure enrollment in the Winter sections. For those who did enroll in ED 104, 27 (93%) earned either Credit or an Incomplete. Two of the students who earned Credit in the reading course did not earn Credit in the writing course. Of the 5 students who earned No Credit in the writing course, two earned Credit in the reading course, one earned an Incomplete and two did not earn Credit.

4. GPA for Total Sample

Mean GPA after Fall '86	Mean hrs att.	
2.02	26	N=57

5. GPA for students in sample completing 15 or more hours.

GPA after Fall'86	Hrs. Att.	
2.30	31.27	N=44 77% sample

Conclusion

1. Those who enroll in appropriate remedial courses tend to complete them successfully.
2. Mean GPA of students in the sample who earned more than 15 hours of credit, 77% of the sample, from Fall '85 through Fall '86 was, 2.30, indicating a good chance of earning a degree.

January 20, 1987

LINKS Program: Academic Support for Weak Readers
Report on Fall 1986 Group

Eligibility: University Curriculum students whose Nelson Denny Reading Test score was 50 (10.6 grade level) and below.
(2 students with slightly higher scores also enrolled)

Program: All students were instructed to Enroll in ED 104, Fall term, as well as in any other remedial skills course as required. Students were given a limited choice of other courses to fill out their schedule. All students enrolled in PSY 397, a learning seminar which included study skills instruction and monitoring of study behavior.

This report summarizes the academic performance of the students along several dimensions.

L I N K S 1 9 8 6

				READING		READING COURSE GRADES			
ACT	#	GPA ≥ 2.0	GPA ≤ 1.99	Form C Mean Pre-Test Score	Form D Mean Post-Test Score	Credit	INC	NO Credit	Not Enrolled
NA	2	1	1	45.5	59.5		1	1	
≥12	7	6	1	46.4	66.5*	4	1 (63)	1	1
≤11	9	2	7	44.6	54.5	0	2	6	1

Reading Scores/Grade Level

45	9.7
46	9.8
55	11.4
60	12.1
*64	12.6 - University Competence Level
67	12.9

Observations

1. 50% of 1986 LINKS group earned a GPA of 2.00 or better

2. An ACT of $\geq$ 12 appears to be an important variable

   a) 86% of students with ACT of $\geq$ 12 are in good standing while only 22% of students with ACT or $\leq$ 11 are in good standing.

   b) While the reading pre-test scores for students in all ACT categories were low (9.7 grade level) the post-test scores for the students with ACT $\geq$ 12 were much higher than were the scores for the two other groups.

      In fact, the ACT $\geq$ 12 group's mean post-test score exceeded the University's competency level, and showed a mean gain of $\geq$ grade levels as opposed to less than 2 grade levels for the ACT $\leq$ 11 group.

Study #4

Students who completed/did not complete Remedial Math

30 Randomly Selected
Freshmen Entering Fall '84
With Math I test scores of 52 or below

This table indicates academic standing as of 12/86 of 30 randomly selected students who, after two opportunities, earned a score of 52 or below on the Computational Skills test at Freshman Orientation, Summer 1984.

N=30

	Completed Math 109 14 (47%)	Did not Complete Math 109 16 (53%)
Withdrew from University	8 (27%)	11 (37%)
Dismissed/ Never enrolled	0	5 (17%)
Currently Enrolled	6 (20%)	0

SUMMARY

	Completed Math remediation	Did not Complete Math remediation
Withdrew or Dismissed	57%	100%
Currently Enrolled	43%	0%

Study #5

GPA Analysis for Students Earning Credit, No Credit, and I in ED 104, Winter 1987

ED 104 Winter 1987 - Distribution

Total N = 104

	#	%	Form C $\bar{x}$ pre-test score	Form C January $\bar{x}$ test score	Form D $\bar{x}$ post test score
C	44	42.3	52.4	53.7	72.3
I	35	33.7	54	54.8	59
No Credit	25	24	45.6	47.4	48.5

Total $\bar{x}$ Pre-Test Score: 51.6 Competency = 62

Total $\bar{x}$ Post-Test Score: 62.8 Competency = 64

Table I

ED 104 Winter 1987 GPA's

GRADE	CREDIT N=44	(% of group)	NO-CREDIT N=25	(% of group)	INCOMPLETE N=35	(% of group)
$\bar{x}$ overall W'87 GPA =	2.26	100%	1.46	100%	2.25	100%
$\bar{x}$ in good standing =	3.00	60%	2.85	48%	2.48	70%
$\bar{x}$ on warning =	1.70	18%	1.94	8%	(no students)	0
$\bar{x}$ on probation =	.84	10%	1.47	12%	1.83	6%
$\bar{x}$ on continued probation =	1.95	5%	1.75	8%	1.47	12%
$\bar{x}$ dismissed =	.97	7%	.84	24%	1.45	12%

ED 104 Incompletes = 5 highest W'8Z GPA's = Classes taken W'8Z of the 5 students:

A - courses that received grades = 14

B - courses requiring ED 104 skills = 7 (50% of A)

C - average GPA of 14 courses = 2.63

D - average GPA of ED 104 skill required courses (7) = 2.57

ED 104 Incompletes = 5 lowest W'8Z GPA's = classes taken W'8Z of the 5 students:

A - courses that received grades = 17

B - courses requiring ED 104 skills = 11 (65% of A)

C - average GPA of 17 courses = 1.19

D - average GPA of ED 104 skill required courses (11) = 1.06

ED 104 No-Credits = 5 highest W'8Z GPA's = classes taken W'8Z of the 5 students:

A - courses that received grades = 20

B - courses requiring ED 104 skills = 6 (30% of A)

C - average GPA of 20 courses = 3.20

D - average GPA of ED 104 skill required courses (6) = 2.02

ED 104 No-Credits = 5 lowest W'8Z GPA's = classes taken W'8Z of the 5 students:

A - courses that received grades = 12

B - courses requiring ED 104 skills = 4 (33% of A)

C - average GPA of 12 courses = .65

D - average GPA of ED 104 skill required courses (4) = .27

ED 104 Credit = 5 highest W'SZ GPA's = classes taken W'SZ of the 5 students:

A - courses that received grades = 21

B - courses requiring ED 104 skills = 9 (43% of A)

C - average GPA of 21 courses = 3.40

D - average GPA of ED 104 Skill required courses (9) = 3.19

ED 104 Credit = 5 lowest W'SZ GPA's = classes taken W'SZ of the 5 students:

A - courses that received grades = 20

B - courses requiring ED 104 skills = 10 (50% of A)

C - average GPA of 20 courses = .60

D - Average GPA of ED 104 skill required courses (10) = .05

Relevant Results: ED 104 Students of Winter 1987 Semester

ED 104 students who received credit in the course had higher overall x GPA's (2.26) and higher x in good standing GPA's (3.00) than did the students who received incompletes and no-credit for ED 104, as indicated below.

Incompletes overall $\bar{x}$ GPA = 2.25/; $\bar{x}$ in good standing GPA = 2.48

No-credits overall $\bar{x}$ GPA = 1.46/; $\bar{x}$ in good standing GPA = 2.85

Therefore, students who received credit in ED 104 averaged 65% higher overall GPA's than those students who received no-credit. Also, students in good standing who received credit in ED 104 averaged 5% higher GPA's than did those who received no-credit; in addition, these same students receiving credit averaged 17.3% higher GPA's than did those who received incompletes.

Although more students, on the average in the 'credit' group, appeared to be on warning or academic probation than in the 'no-credit' and incomplete groups, the 'NC' and 'I' groups averaged higher percentages of students in the continued probation and dismissed categories (See Table 1).

Winter 1987 GPA Comparisons Across Groups

The 5 highest W'87 GPA students in the ED 104 'credits group' averaged higher grades in both overall coursework and in those courses requiring college-level reading skills:

'Credit' group overall average = 3.40 vs.

'No-credit' group overall average = 3.20 vs.

'Incomplete' group overall average = 2.63

ALSO:

'Credit' average in reading courses (i.e., require ED 104 skills) = 3.19

'No-credit' average (requiring ED 104 skills) = 2.02

'Incomplete' average (requiring ED 104 skills) = 2.57

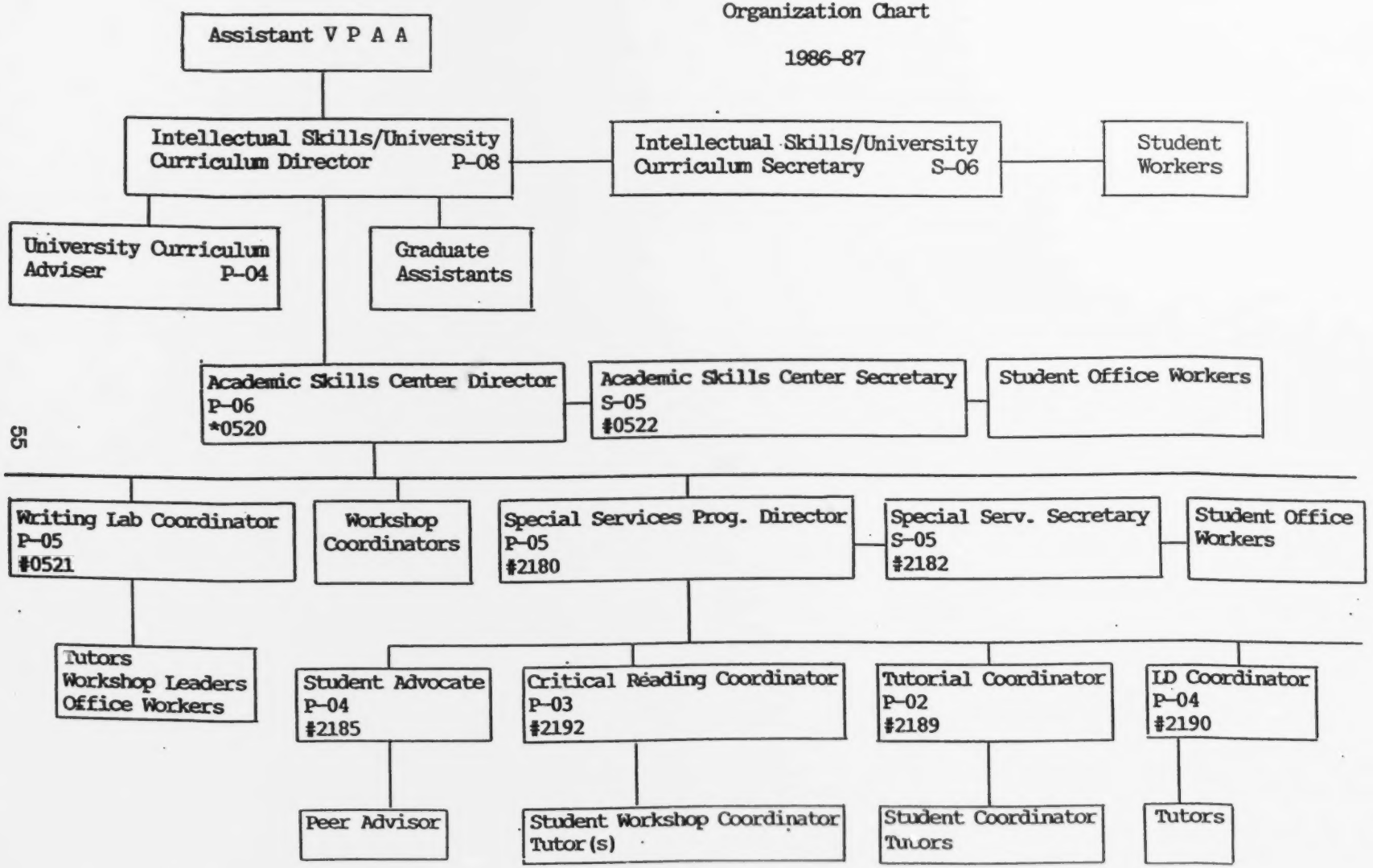
*Significant to note is that 'credit' students' grades in courses requiring the college-level reading skills averaged 63% higher than those in the 'no-credit' group, and 31% higher than those in the 'incomplete' group.

Appendix B

Intellectual Skills/University Curriculum

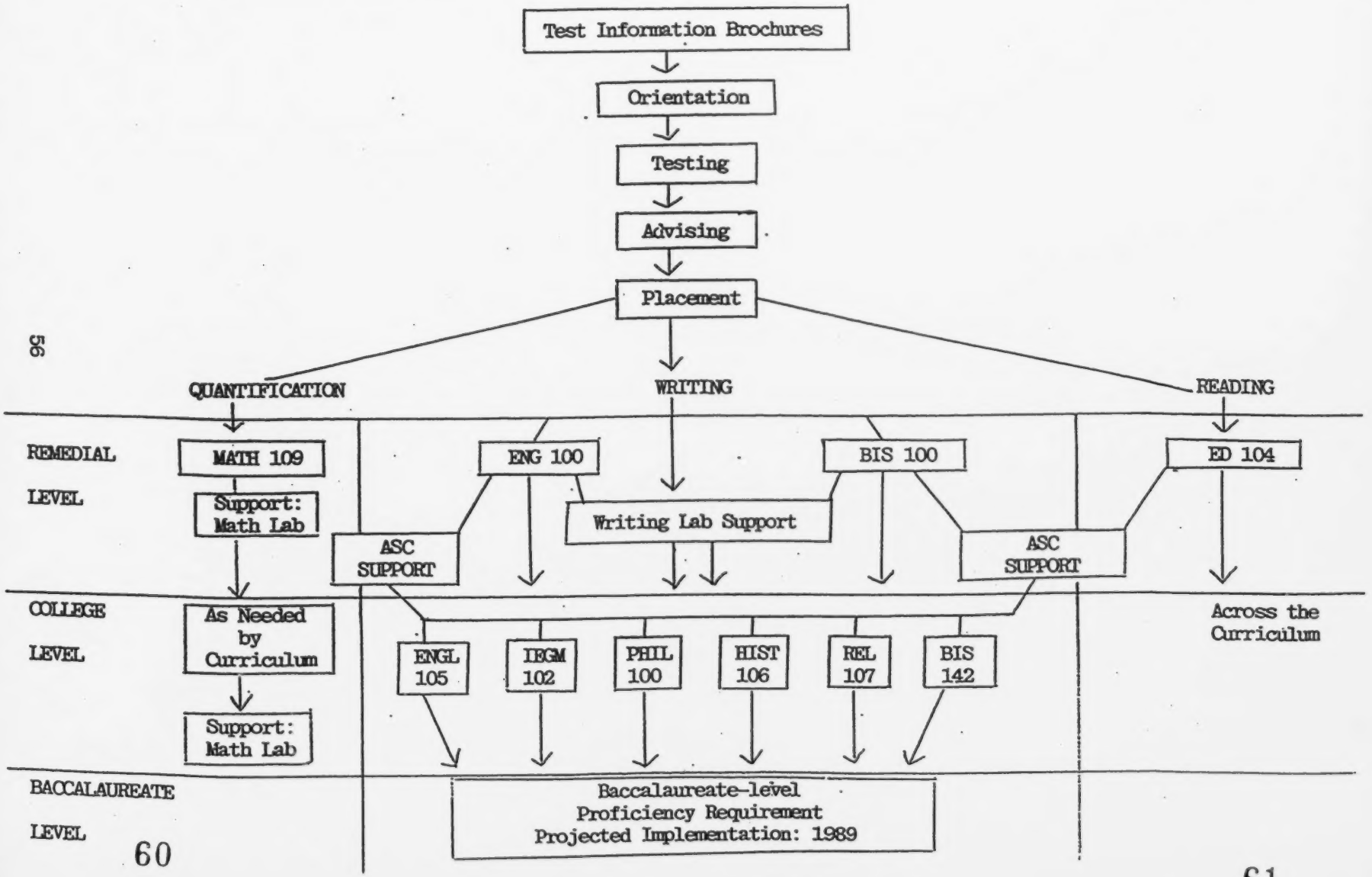
Organization Chart

1986-87



Intellectual Skills Development Program

Revised April 1987



Intellectual Skills Development Program
383-8062
Revised April 1987

SCREENING MEASURES for Intellectual Skills Reading, Writing, Quantification

	FRESHMEN	TRANSFER	INTERNATIONAL
Reading	Instruments: total of scores on ENGL + Soc. Studies section ACT; Nelson-Denny Test (ND) ≤36 total ENGL + SS = no screening ≥35 total = take Nelson Denny <84 on ND form (E) = take ED 104 <62 on ND form (C) = take ED 104	29 or fewer credits = Nelson Denny 84 or below on ND = ED 104 62 or below on ND = ED 104 30 or more credits = no screening Transfer Reading course = requirement fulfilled	Instruments: TOEFL; MTELP 500-549 TOEFL 75- 84 MTELP } = ED 106 550 or above on TOEFL 85 or above on MTELP } = no reading required below 500 on TOEFL below 75 on MTELP } = not admitted to the University
Writing	Instruments: ACT ENGL socre; WMU Writing Proficiency Exam (WPE) 11 or below on ACT = remedial course (ENGL 100 or BIS 100) 12-18 on ACT = Writing sample (WPE) to determine placement 19 or above on ACT = College-level writing course 26 or above on ACT = May request to take writing test for course exemption (except Business and Engineering & Applied Science).	no writing course = take writing sample for placement transferable college-level writing course = requirement fulfilled	Instruments: TOEFL; MTELP 500-549 TOEFL 75- 84 MTELP } = LING 111 550 or above on TOEFL 85 or above on MTELP } = College-level writing
Quantification	Instruments: Act Math score; WMU Computational Skills Test (Math I) 23 or above on ACT = no screening 22 or below on ACT = Math I test for placement into or exemption from MATH 109 76 or below on Math I test = MATH 109	Transferable Math course at level of 110 or + =no screening No Math or lower-level course = Math I test for placement into or exemption from MATH 109	All international students take Math I test for placement into or exemption from MATH 109

New beginners who do not present ACT scores must arrange to take all skills tests.

Intellectual Skills Development Program

Writing-Across-the-Curriculum Institute
February 19, 20; 26, 27
March 12,13; 19, 20
May 11-12, 1987

The following faculty attended all or part of the Institute.

February - March

Raja Aravamuthan - Paper Sci
Olga Bonfiglio - BIS
Donna Cowart - BIS
Onsi Fares - CELCIS
Paul Farber - EPD
Paul Hackett - Military Sci
Robert Hegel - BIS
Quinilla Holm-Lundberg - EPD
Dick Joyce - GHUM
Rhonda Sherman - Env Studies

May

Barbara Havira - GSSC
Graham Hawkes - History
Mary Hegland - Anthropology
Faith Gabelnick - Honors Col
Faye Koesner - BIS
Virginia Keen - Math
Raja Aravamuthan - Paper Sci
Deb Renshaw - BIS
Johnny Pherigo - Music
Chet Rogers - Pol Sci
Judith Stone - History
Lee Seibert - Music
Frank Severance - Elect Eng
Margaret Walker - Bio Med
Molly Williams - Mech Eng
Trudy Verser - Management

**** R E M I N D E R ****

Writing-Across-the-Curriculum
Spring Session
May 11 and 12
8:30 a.m. - 3:00 p.m.

Day 1 - Morning 8:30 - Coffee & Rolls 228 Moore

PREPARING A WRITING-INTENSIVE COURSE
Topics for this workshop include:
1. What students learn in Freshman Comp.
2. Why you don't have to grade everything students write; why you shouldn't "correct" papers
3. Five kinds of writing assignments that are effective, yet require little of your time
4. Sequencing assignments

Day 1 - Afternoon Writing Lab 1039 Moore

A GRAMMAR REVIEW . . . FOR YOU!
Dr. Eileen Evans will conduct this one-hour workshop designed to explain everything you ever wanted to know about grammar ... and more. Topics covered include commas, apostrophes, semi-colons, colons, the dash, case, agreement, conjunctions. You are welcome to bring examples from your own or students' writing for analysis.

Day 2 - Morning 8:30 - Coffee & Rolls 228 Moore

SCORING PAPERS AND ESSAY EXAMS
This workshop provides practice in developing two popular systems for evaluating writing: holistic and primary trait scoring. Participants will study examples of these systems and will develop at least one scoring guide for classroom use.

Day 2 - Afternoon 228 Moore

DEVELOPING CRITICAL THINKING
Participants will explore topics such as
What is Critical Thinking?
Does anyone agree upon what kinds of abilities constitute critical thinking?
Are people really testing for thinking?
How can I help students think critically?
Participants will develop at least one new assignment/ project that develops specific thinking skill(s).

A Wine & Cheese Reception will begin as soon as participants get thirsty on the afternoon of Day 2.

Clip and Return by May 6
to Lynne McCauley
201 Moore
3-8062

I plan to attend the Writing-Across-the-Curriculum Institute on May 11 and 12

Name _____ Phone _____

Department _____